

## FORESTBROOK ELEMENTARY

4000 Panther Parkway  
Myrtle Beach, S.C. 29588

**GRADES** K-5 Elementary School

**ENROLLMENT** 618 Students

**PRINCIPAL** Johnny Calder 843-236-8100

**SUPERINTENDENT** Gerrita Postlewait 843-488-6700

**BOARD CHAIR** Will Garland 843-358-8002

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**EXCELLENT**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
14	54	4	0	0

#### IMPROVEMENT RATING:

**GOOD**

#### ADEQUATE YEARLY PROGRESS:

**YES**

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Excellent	Good	N/A
<b>2002</b>	Excellent	Good	N/A
<b>2003</b>	Excellent	Good	Yes
<b>2004</b>	Excellent	Good	Yes

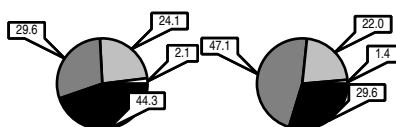
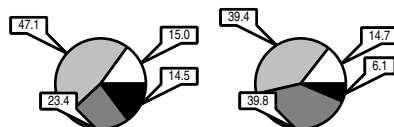
**DEFINITIONS OF DISTRICT RATING TERMS**





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

59.9%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	307	100.0	1.4	22.0	47.1	29.6	82.5	Yes	Yes
<b>Gender</b>									
Male	155	100.0	1.4	26.2	47.6	24.8	80.0		
Female	152	100.0	1.4	17.8	46.6	34.2	84.9		
<b>Racial/Ethnic Group</b>									
White	268	100.0	1.5	20.2	46.6	31.7	82.8	Yes	Yes
African-American	26	100.0	0.0	45.0	55.0	0.0	75.0	I/S	I/S
Asian/Pacific Islanders	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not disabled	244	100.0	0.4	16.7	50.4	32.5	90.2		
Disabled	63	100.0	5.3	43.9	33.3	17.5	50.9	Yes	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	307	100.0	1.4	22.0	47.1	29.6	82.5		
<b>English Proficiency</b>									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	305	100.0	1.4	22.1	46.9	29.7	82.4		
<b>Socio-Economic Status</b>									
Subsidized meals	126	100.0	1.7	29.6	47.0	21.7	75.7	Yes	Yes
Full-pay meals	181	100.0	1.1	17.0	47.2	34.7	86.9		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	307	100.0	2.1	24.1	29.6	44.3	85.9	Yes	Yes
<b>Gender</b>									
Male	155	100.0	3.4	18.6	33.1	44.8	84.8		
Female	152	100.0	0.7	29.5	26.0	43.8	87.0		
<b>Racial/Ethnic Group</b>									
White	268	100.0	2.3	22.1	28.6	46.9	87.0	Yes	Yes
African-American	26	100.0	0.0	45.0	40.0	15.0	70.0	I/S	I/S
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not disabled	244	100.0	0.4	19.2	28.6	51.7	91.9		
Disabled	63	100.0	8.8	43.9	33.3	14.0	61.4	Yes	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	307	100.0	2.1	24.1	29.6	44.3	85.9		
<b>English Proficiency</b>									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	305	100.0	2.1	23.8	29.7	44.5	86.2		
<b>Socio-Economic Status</b>									
Subsidized meals	126	100.0	2.6	33.9	27.8	35.7	79.1	Yes	Yes
Full-pay meals	181	100.0	1.7	17.6	30.7	50.0	90.3		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	91	98.9	N/A	13.4	40.2	46.3	86.6
	<b>Grade 4</b>	95	100.0	5.8	34.9	52.3	7.0	59.3
	<b>Grade 5</b>	107	100.0	5.2	42.7	44.8	7.3	52.1
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	110	100.0	1.0	12.5	29.8	56.7	86.5
	<b>Grade 4</b>	98	100.0	2.1	25.3	57.9	14.7	72.6
	<b>Grade 5</b>	99	100.0	1.0	43.3	44.3	11.3	55.7
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	91	98.9	2.4	21.7	42.2	33.7	75.9
	<b>Grade 4</b>	95	100.0	2.3	20.9	30.2	46.5	76.7
	<b>Grade 5</b>	107	100.0	6.3	38.5	31.3	24.0	55.2
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	110	100.0	1.9	21.2	28.8	48.1	76.9
	<b>Grade 4</b>	98	100.0	2.1	23.2	31.6	43.2	74.7
	<b>Grade 5</b>	99	100.0	2.1	29.9	27.8	40.2	68.0
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 618)				
First graders who attended full-day kindergarten	96.8%	N/C	100.0%	100.0%
Retention rate	2.9%	Up from 2.5%	2.6%	2.7%
Attendance rate	96.3%	Up from 95.8%	96.6%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	9.1%		3.0%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	5.5%		2.8%	3.5%
Eligible for gifted and talented	27.1%	Up from 20.8%	20.1%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	10.3%	Up from 8.8%	7.8%	8.2%
Older than usual for grade	0.3%	No change	0.7%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Up from 0.0%	0.0%	0.0%

Teachers (n= 39)				
Teachers with advanced degrees	59.0%	Down from 59.5%	54.4%	51.4%
Continuing contract teachers	100.0%	Up from 97.6%	90.9%	87.5%
Highly qualified teachers**	96.7%	N/A	95.8%	95.0%
Teachers with emergency or provisional certificates	2.6%		0.0%	0.0%
Teachers returning from previous year	90.7%	Up from 86.5%	89.2%	86.7%
Teacher attendance rate	95.0%	Up from 94.1%	95.1%	94.9%
Average teacher salary	\$42,550	Down 0.4%	\$41,885	\$40,760
Prof. development days/teacher	20.3 days	Up from 18.6 days	11.5 days	12.4 days

School				
Principal's years at school	11.0	Up from 9.0	5.0	4.0
Student-teacher ratio in core subjects	18.2 to 1	Down from 18.9 to 1	20.1 to 1	18.9 to 1
Prime instructional time	89.1%	Up from 88.9%	90.4%	90.0%
Dollars spent per pupil*	\$6,727	Up 11.4%	\$5,701	\$6,044
Percent of expenditures for teacher salaries*	65.6%	Down from 71.9%	66.1%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	87.9%	92.0%
Highly qualified teachers in high poverty schools**	92.8%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Forestbrook Elementary School's family experienced many successes during 2003-2004. Our school was named a National Blue Ribbon School of Excellence by the United States Department of Education. This was the second time in three years Forestbrook Elementary has received this award. We also received an "Excellent" rating again on the South Carolina School Report Card. The Horry County School District presented Forestbrook Elementary School with the Pacesetter Award for the fourth consecutive year for outstanding student achievement. We were also recognized by the state's Education Oversight Committee as a school that is "Closing the Gap" for historically underachieving student groups. Karen Sitnik, a special education teacher, was named a finalist for the Horry County Schools' Teacher of the Year.

The top priority at Forestbrook Elementary School is academic achievement. We continue to strive to move each and every student to higher levels of academic achievement. With our new implementation of Northwest Evaluation Association's Measures of Academic Progress, MAP, we are able to continuously study strengths and weaknesses of each child in grades 2-5 and chart individual courses for success. If we are to help our students reach their maximum potential, we must carefully study the results of all available data. Our task is to analyze where our students showed growth, analyze why the growth occurred, and make research-based curriculum and instruction decisions so all our children are academically challenged. Conversely, we must investigate what changes need to be made where expectations were not met so that we ensure success for all students.

The commitment of all stakeholders in the Forestbrook community has assisted in our test results being considerably higher than district, state, and national averages. We are very proud of our accomplishments and hope that you will share in our pride. Forestbrook Elementary School will continue to deliver award-winning programs and a world-class curriculum that allow all students to build the foundation needed to enable them to become successful lifelong achievers. This report card is a call to action for everyone to be involved in our continuing effort to constantly improve. Thank you for your support and for sharing the responsibilities of the success of our students, of our school, and of our community.

Johnny Calder, Principal

Cindy Hopkins, School Improvement Council Chairperson 2003-04

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	37	93	55
Percent satisfied with learning environment	100.0%	100.0%	100.0%
Percent satisfied with social and physical environment	100.0%	98.9%	100.0%
Percent satisfied with home-school relations	100.0%	100.0%	94.5%

\*Only students at the highest elementary school grade level at this school and their parents were included.